



UWLAX.EDU/COUNSELING-TESTING



**2021-
2022**

Annual Report

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with assistance from

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Katelyn Longmire, LPC-IT; Dr. Sam Lee-Hodges

UWL Counseling & Testing Center Annual Report 2021-22

ANNUAL REPORT

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Counseling and Testing Mission Statements

Vision: Counseling

The CTC strives to foster a connected, accessible, compassionate campus community.

Mission: Counseling

Our mission is to promote students' psychological, academic, social, and cultural growth through professional and confidential counseling services. We accomplish this by maintaining an environment of compassion, collaboration, and inclusivity. We strive to foster a connected, accessible, compassionate campus environment where students can grow and attain their personal and academic goals.

Values: Counseling

Compassion

Collaboration

Inclusion

Access

Vision: Testing

The CTC strives to provide a welcoming testing space which provides secure, confidential and dependable assessment services to all.

Mission: Testing

Our mission is to meet the needs of any examinee by providing access to professional and efficient testing services that adhere to nationally recognized standards.

Values: Testing

Professionalism

Dependability

Knowledge

Scope of Service Statement

Services We Provide:

The UWL Counseling & Testing Center (CTC) utilizes a brief, solution-focused and strengths-based counseling model founded in our staff's diverse theoretical orientations and disciplines. Therapy is focused on helping students resolve or effectively manage a specific problem or challenge, or to make a desired change. Frequency of therapy sessions is most often every other week, and the average number of sessions per student is 4.

Specific services include:

- Initial assessment (triage) appointments
- Short-term individual counseling
- Crisis counseling through our Urgent Care
- Group counseling
- Workshops
- Outreach programming
- Referral services
- Couples counseling (if both individuals are eligible for services)

Examples of concerns that we commonly treat:

- *Personal concerns:* stress, anxiety, depression, anger, loneliness, low self-esteem, grief, social anxiety
- *Relationship concerns:* romantic relationship difficulties, interpersonal conflicts, family concerns
- *Cultural and Identity concerns:* impact of oppression, power, privilege, identity and intersectionality; empowerment and identity development/exploration
- *Developmental concerns:* adjustment to college, life transitions, identity (e.g., personal and cultural)
- *Academic concerns:* performance anxiety, perfectionism, low motivation
- *Trauma or Interpersonal/Relationship Violence:* Assessment, stabilization and treatment within a brief therapy model
- *Self-harm and/or suicidality:* Acute and/or manageable suicidality and/or self-harm thoughts, urges and behaviors
- *Other concerns, which may include:* effects of a recent trauma, spirituality and/or religious identity, body image, food preoccupation, wellness concerns (e.g., sleep), financial stressors, concerns related to mild or moderate alcohol or other drug use/abuse

Services Outside of our Scope:

In keeping with the brief therapy model of the CTC, students whose needs require long-term and/or intensive support will generally be referred to community resources for ongoing treatment. Students whose needs fall outside the scope of services or scheduling availability of the CTC are also referred to community resources. The CTC provides referrals after the initial visit or as

reasons for referral become more apparent over time. The CTC's clinical case manager assists students in finding appropriate and available resources as needed.

Some of the concerns and/or needs that are commonly addressed through a referral to an off-campus provider may include:

- Students with concerns which a brief therapy model of treatment will not appropriately address.
- A need, or request, for uninterrupted individual services over multiple semesters.
- A need, or request, for treatment modality or area of expertise not provided by CTC staff.
- A need, or request, to be seen differently than what is clinically recommended. For example, a student requests weekly individual therapy sessions when this may not be recommended by the clinician.
- Students with active eating disorders requiring extensive medical monitoring.
- Students who need services other than what is offered at the CTC. Reasons may include:
 - Students seeking psychological assessments or evaluations for selection, performance prediction or forensic purposes.
 - Students who have not complied with treatment recommendations.
 - Students who are already receiving concurrent ongoing therapy with another mental health provider. This does not include when students are receiving mental health care during breaks when they cannot be receiving care from CTC.
- Students seeking therapy for the sole purpose of obtaining documentation for another office (e.g., Social Security disability evaluations, court-mandated substance use treatment, evaluations for emotional support animals).
- Presence of one or more of the following, such that the best treatment would be a higher level of care, such as an intensive outpatient program (IOP):
 - Alcohol and Other Drug Addiction
 - Eating disorders
 - Chronic thoughts and/or attempts of self-injury and/or suicide
 - Obsessive-compulsive disorders requiring more intensive care
 - Personality disorders warranting a DBT program
 - Extensive history of childhood sexual trauma

Statement on Inclusive Excellence

At the University of Wisconsin-La Crosse, diversity and inclusion are integral to the achievement of excellence. As part of the university's implementation of Inclusive Excellence, the Counseling and Testing Center is committed to:

- Forging thoughtful relationships with groups of students who are traditionally underserved by mental health services.
- Making our office-based services as comfortable and inclusive as possible, so that all students feel our services fit their needs.
- Using our existing knowledge and expertise to benefit the cultural competence of the campus community.
- Continuing growth and development of our own cultural competence: personally, professionally, and as a staff.

Accreditation

Since 1979 the International Association of Counseling Services, Inc. (IACS) has accredited the University of Wisconsin–La Crosse Counseling & Testing Center. Accreditation by IACS certifies that the CTC meets or exceeds certain criteria and standards that are applied exclusively to college and university counseling centers. The CTC is the longest standing IACS accredited Center in the UW System.

Notes of acknowledgement

The 2021-22 year started and ended amid an ongoing global pandemic. The Counseling and Testing Center (CTC) would not have been able to meet serve our students and greater campus this year were it not for the dedicated CTC staff.

Having a “year of transition” has become the norm at the CTC in recent years. The impact of the global pandemic continues to reach every area of our office, and those impacts will be elucidated in their respective sections. Being back in office and fully staffed was a welcome relief, and was a helpful component in managing staffing changes this year. The CTC welcomed four new Counselors to our staff- Jenna Erickson, LPC-IT; Karn Ofte-Schroeder, LPC; Hannah Sedlacek, LPC-IT; and Jess Shattuck, APSW. These four skilled clinicians joined our team with enthusiasm and a diversity of experience. All of our new clinical staff members received direct clinical supervision (partial or full year), due to having training licenses. Dr. Crys Champion, Dr. Teresa DePratt, Dr. Sam Lee-Hodges, and this writer provided that supervision. The CTC welcomed Ian Adcock as a front office associate, and later in the year Ashley Noelke, after Ian left his position. The testing center also welcomed Heather Walley as a testing center associate, and later in the fall Sallie Coron, after Heather left her position. This writer is grateful for all who served on and led those searches, working diligently to find excellent people to fill these important positions.

As the year ends, we have said goodbye to Amanda Lo, APSW, and Karn Ofte-Schroeder, LPC. In July we say goodbye to our Training Coordinator, Dr. Sam Lee-Hodges, as well as this writer. Taken along with other clinical staff exits in the past two years, the CTC continues to lose decades of clinical experience and institutional memory of UWL.

Our testing center continues to see challenges with funding, but this is improving, thanks to the efforts of our Testing Coordinator & Office Manager, Criss Gilbert. We were able to provide consistent services Tuesday-Saturdays this year, and then moved to a Monday-Friday schedule in March of 2022. Criss continues to be the primary reason our testing services have remained uninterrupted this year. I am exceptionally grateful for his diligence and hard work.

I would like to express my appreciation to all the Counseling and Testing Center staff members who helped make 2021-2022 a successful year even with so many challenges. Their hard work, talent, collaborative teamwork, and genuine concern for students help to improve the quality of students' lives, the climate of this great campus, and ensure that students experience academic success and personal growth.

Staff

Gretchen Reinders, PhD, LP; Director

Crys Champion, PhD, LP; Assistant Director

Criss Gilbert, MS; Testing Center Coordinator, Office Manager

Teresa DePratt, PhD, LP; Psychologist, Diversity & Inclusion Liaison

Jenna Erickson, MS.Ed., LPC-IT; Counselor

Ashley Jochimsen, MS, LPC-IT; Counselor

Beck Johnson, MS, LPC; Counselor

Sam Lee-Hodges, PhD, LP; Psychologist, Training Coordinator

Amanda Lo, MSW, APSW; Counselor

Katelyn Longmire, MS, LPC-IT; Counselor/Outreach Coordinator

Karn Ofte-Schroeder, LPC; Counselor/Clinical Case Manager

Hannah Sedlacek, MS, LPC-IT; Counselor

Jess Shattuck, MSW, APSW; Counselor

Mariah Smith, Counseling Intern

Andrea Matson, BS; University Services Associate 2, Front Office Coordinator

Ian Adcock, MA; University Services Associate 2, Front Office Associate (August-February)

Ashley Noelke, MBA; University Services Associate 2, Front Office Associate

Sallie Coron, BS; Testing Center Associate

Heather Walley, MS.Ed.; Testing Center Associate (July-October)

Direct & Indirect Services

The primary goal of the CTC is the provision of direct counseling services to UWL students. Direct service includes clinical assessments, counseling (individual, group, and occasional couples), consultations, crisis intervention, and academic skills counseling. Previously considered an indirect service, Let’s Talk consultations have evolved into a more direct service, a point of contact for students to start counseling. Most students accessing Let’s Talk are being referred into the CTC for another direct service. Indirect services include the relaxation room visits (re-opened very late this late due to the pandemic), as well as outreach. Our varied and comprehensive outpatient services that we conduct as a Center were offered primarily in a virtual format this year, with select visits being in person as needed/appropriate. Of note, while our overall demand for new counseling appointments continues to be lower than the high demand pre-pandemic, it is rising again and the number of therapeutic contacts and hours has returned to pre-pandemic levels.

Nearly all of our direct and indirect services offered at the CTC were done so via telemental health this entire year. This was done in accordance with our “return to work plan” authored in summer of 2020, updated in summer of 2021 (see **Appendix A**).

The table below summarizes in number the varied and comprehensive outpatient services that we conduct as a Center, and includes a calendar year of service, specifically, utilization from 6/1/21 through 5/31/22.

NOTE: Our clinical staff FTE reduces from 10.64 during the academic year to 3.92 in the summer months; also, group services and Let’s Talk are not offered in the summer.

Service	# of unique Clients for any direct service	# of appointments made	# of appointments kept	No show rate
Individual Therapy Sessions	602	2923	2777	4.5%
Intake and Returning Intake Sessions	661	722	671	6.7%
Triage	741	774	749	3%
Urgent Care	121	137	N/A	N/A
Consultation Visits w/ client	155	215	202	3.7%
Referral visit (case manager)	156	179	167	5%
Group Therapy Screening Visits	52	59	53	10%
Group Therapy; Support Group; Skills Group Sessions	87	N/A	288	14%
Single Sessions	100	119	107	10%
Other (couples, Post-Pathways, Academic Skills)	41	59	N/A	N/A
Let’s Talk	88	98	89	9%

During the calendar year, June 2021 through May 2022, 1086 students received direct services. The CTC conducted 5000+ direct service appointment during this calendar year (see more detailed data below).

In adding online scheduling, single session visits, and having a slightly lower demand, our access has been strong all year. Triage visits were available and scheduled within 1-4 business days the entire academic year. Our no-show was lower than is typical for many visit types. The no-show rates for nearly every visit type reduced down this year, also a function of having more access points for students and having more availability.

In August of 2021, the CTC worked with UComm to generate a graphic representation of all of our mental health supports available to students, as part of our strategic plan goal of increasing awareness of existing and new mental health and other supportive services. This Stepped Care model (see **Appendix B**) is a multi-tier system of programs that seeks to meet students where they are in the change process, while promoting autonomy and empowerment.

Overall, the average profile of a student-client who receives services identifies as female, White, single, and 21 years of age. The client information form (CIF) provides the opportunity for clients to endorse gender identities other than female and male, as well as varied sexual orientations. Our electronic medical recordkeeping system, Point and Click (PnC) does not allow for this reporting, as it pulls from the UWL system. The CTC is committed to gathering self-reported data as well as that entered in through university registration. Please see **Appendix C** for more comprehensive demographic information.

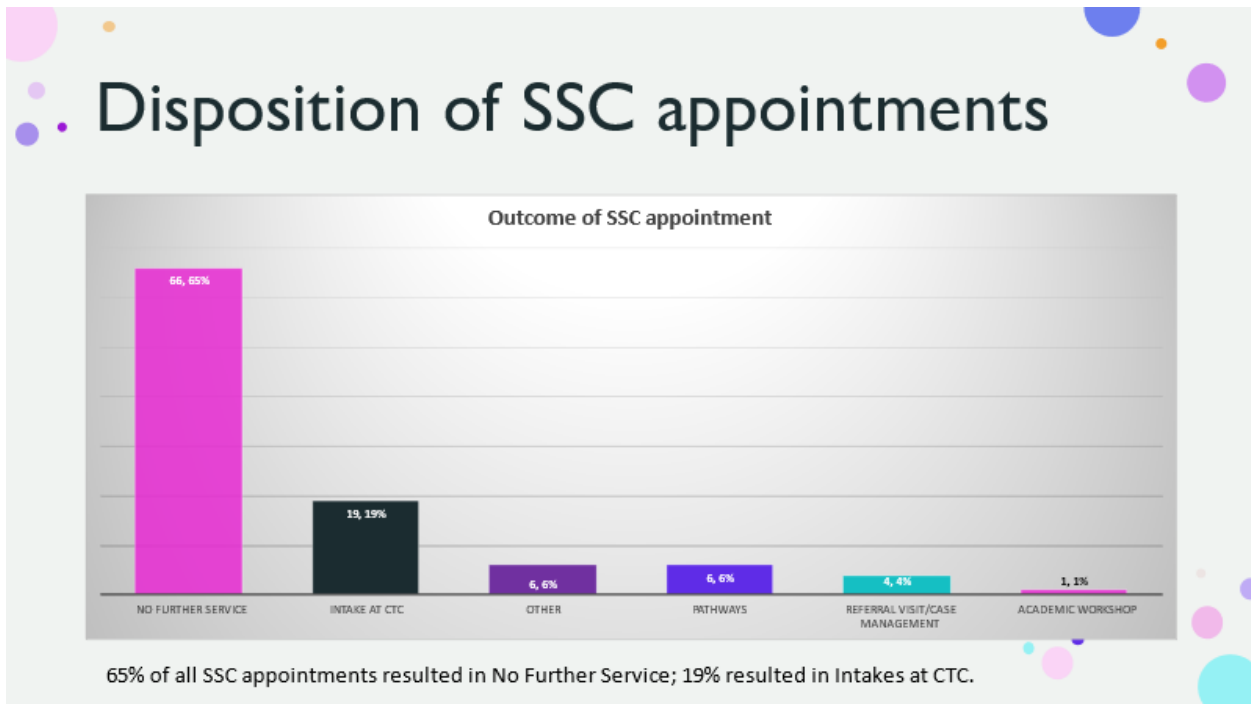
The demand for mental health services continues to be a primary campus concern, and in recent years the greater campus community and UW system has also noted the need for more mental health supports on campus. The CTC, keenly aware of the needs of our students and specifically impacted by the incredible increase in demand in the last decade, has responded to the needs by adding services and streamlining procedures every year. In 2021-22, the response to student needs took several forms, most notable being the full implementation of our Single Session Clinic (SSC), and the addition of online scheduling for several visit types (triage, Let's Talk, SSC, and referral visits). The next sub-sections offer highlights to the direct and indirect services the CTC offered this year.

Initial points of contact (non-crisis)

At the CTC, students most often access (non-crisis) services through triage, single session clinic (SSC), and Let's Talk consultation visits. Together, these three visit types accounted for 19% of the CTC services. At triage and SSC visits, students complete a Client Information Form (CIF), and we saw similar commonly reported presenting concerns as a pre-pandemic year. The most commonly reported presenting concerns included anxiety, depression, stress, problems in school, and relationship concerns. There was a notable increase in students presenting with a primary concern related to attention and/or motivation. See **Appendix D** for a summary.

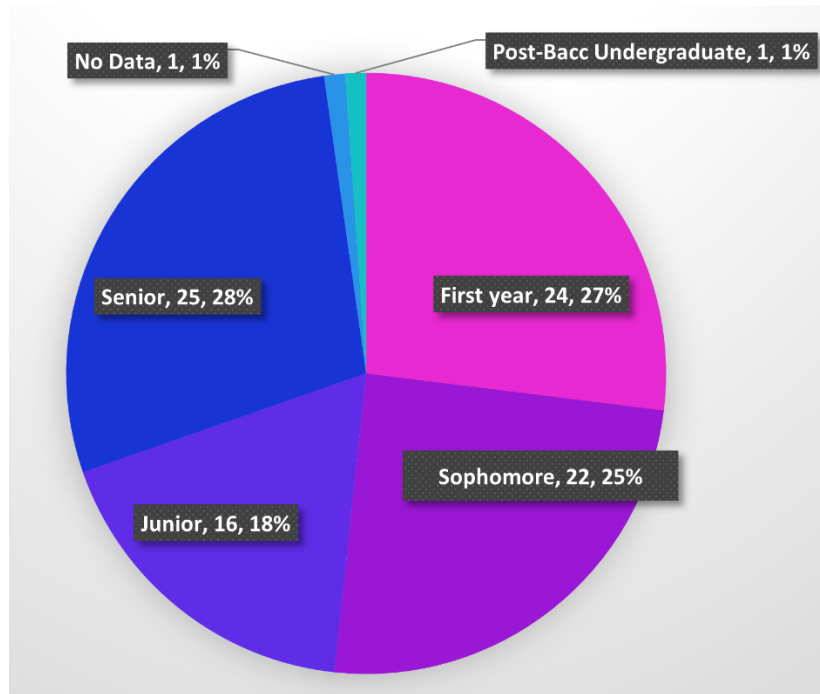
Single Session Clinic (SSC):

- We now have a full year of piloting our Single Session Clinic (SSC). One hundred students were served via SSC, across 108 visits. Nearly half (45%) of SSC visits were scheduled online. Online scheduling was open for two-week time frames, and most SSC visits were scheduled within a week of the appointment. Nearly all (88%) of clients in SSC were new to the CTC (never seen before), thus illustrating the success of this being a first point of contact access point. Finally, the students all selected this visit type, and the majority of those students assessed their needs for one session accurately, with 65% stating they needed no further service following SSC. Twenty-six percent of SSC clients were referred to another CTC service, and 4% went to our case manager for a referral visit.



Let's Talk:

- Consistent with the CTC mission and commitment to Inclusive Excellence, our Center has established participation in the Let's Talk consultation program. Based upon the model developed at Cornell University, this program attempts to reach underserved populations at UWL who might be unlikely to seek traditional mental health services. "Let's Talk" was offered virtually this year via the secure platform, Zoom.
- In this first year of being able to schedule Let's Talk visits, we saw an increase in this appointment type as an access point, with 89 visits (98 were scheduled).
- 79% had never utilized CTC services before; this was their first point of contact/access. From Let's Talk, 80% of students were referred to a CTC counseling service.
- Individuals who used Let's Talk resources over the 2021-2022 academic year identified similarly to other CTC clients. Although a small sample size, there were slightly more male-identifying clients who accessed Let's Talk (28%) vs. all CTC services (22%). All level of class standing were well represented (see graphic below).



Intake and Individual therapy

Intake sessions are scheduled most often from triage, or are scheduled directly to a provider's schedule if they are a returning client (seen for counseling at the CTC within the last year). Intake visits represent over 13% of CTC sessions this year. Our most frequent session type is the individual therapy session. Representing 56% of our visit types, individual sessions were back to pre-pandemic levels, with a slight increase in the average number of sessions, from just under 4 to 4.6. The range varied from 1 session to 23 individual therapy sessions. Ninety-five percent (95%) of clients were

seen within the brief therapy model of the CTC (12 visits = triage, intake, and 10 individual therapy sessions). Average number of one-on-one individual therapy sessions (excludes triage and intake visits) was 4.6, before therapy terminated or the client discontinued services. The range varied from 1 session to 19 individual therapy sessions. Only 55 clients were seen for more than 10 individual therapy sessions in the calendar year; representing 9% of clients (seen [in individual counseling](#)). This number is significant because it demonstrates how the majority of clients are seen within the brief therapy model of the CTC (12 visits = triage, intake, and 10 individual therapy sessions). Yet it also demonstrates how, when clinically indicated, we can retain clients beyond session limits to provide needed services.

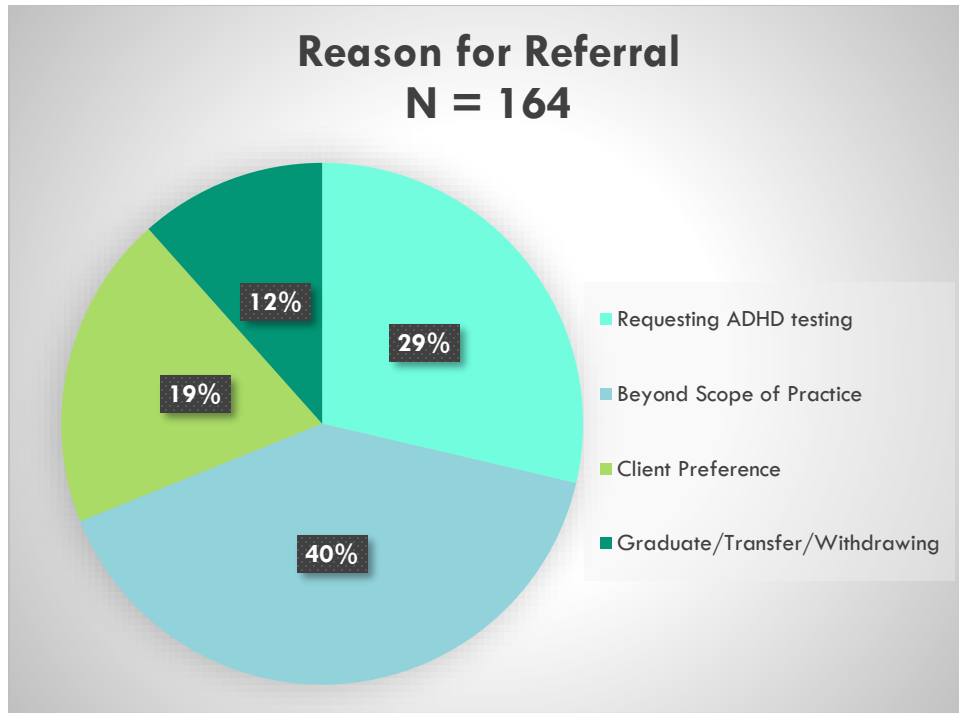
Urgent Care

Students can access a same-day crisis session every day that the CTC is open. Urgent care visit numbers were back up to pre-pandemic levels, and represented 3% of overall visits. Of note, hours were expanded this year (from 2 to 4 hours/day), and would likely be higher if the wait for other access points (e.g., triage) were farther booked out.

Referral visits

The CTC has a Counselor position who has a split role and also provides clinical case management services. This year it was Karn Ofte-Schroeder, LPC. In this role, she assists students in navigating insurance and other health care needs when they are leaving UWL, need specialized services, or request a referral. The visit type has increased again this year, by 65%. This increase is related to an increase in self-referrals (students scheduling online without first going through triage), increased demand for ADHD assessments, and the ability for students to access in-network telehealth services (across the state, with hometown providers).

During the 2021-2022 academic year, Mrs. Ofte-Schroeder assisted in 164 student referrals to services outside of the UWL campus community. The chart below summarizes the reasons for referrals such as these. Note that “beyond scope of practice” represents clinical recommendation for longer-term care due to the presenting concerns (see CTC scope of services document on our website for more information), while “client preference” represents those students choosing that option for themselves wanting to establish care in the community. The number of requests for ADHD assessments more than doubled, going from 22 last academic year to 47 this year.



Group counseling

In addition to individual direct service contacts, the CTC offered group counseling options this academic year, as well as academic skills workshops. See **Appendix E** for a sample of the advertisements. Consistent with safe practices, groups were offered in a virtual format. Similar to last year, we saw a reduction in group participation and had many groups not fill or run. Our 3-session structured and supportive group workshop, Pathways, was offered 24 times over two semesters and only ran 10 of those times.

Group membership in all other counseling groups ranged from 4-7 members. We offered 18 groups over two semesters and only 7 groups ran. We did see success in our new trauma and expressive arts group, both semesters, and ran three other groups in the fall (focused on anxiety, social anxiety, and graduate student support). We are hopeful that our strong groups program will bounce back as we return to in-person groups, which is the plan for fall 2022.

Academic Skills

The CTC’s longstanding Academic Skills Specialist, Charlene Holler, retired last year, thus reducing our center’s services on academic skills counseling. However, one of our new clinicians, Hannah Sedlacek, LPC-IT, began seeing a few students in the spring semester for academic skills visits, and

offered a few workshops. We look forward to continuing to build back some of these services as needs arise and schedules allow.

Outreach

Outreach programming activities are the most diverse programming function of the CTC. The outreach goal is the delivery of preventive, consultative, educational, and developmental programs to the UWL campus' students, staff, faculty, parents, as well as various civic, health, and educational institutions in La Crosse and surrounding areas. The formats range from classroom presentations, speaking at conferences, workshops, tabling events, and community networking. All of the CTC clinical staff participate in outreach.

Continuing from last spring, the CTC increased our self-help page, and updated our clinical services information (including adding graphics and interactive features for our [Stepped Care](#) model as well as our "[Where to Start](#)" page). We did another Instagram takeover, which reached 2822 viewers (1391 of them viewing the takeover in its entirety)! We continued to partner with Wellness in the Green Bandana project, and saw 186 online pledges completed this year.

CTC staff provided a total of 70 outreaches this academic year, which is close to pre-pandemic levels, and we reached 1889 individuals. This does not include the summer START program, which reaches all incoming students and their parents. Our most requested programs are related to learning about the CTC services, and how to help students in distress. Faculty and staff request the most programming.

Outreach also includes crisis response. UWL experienced multiple student deaths this year, including loss due to suicide. The impact of campus tragedies require response and processing. The CTC played an important role in campus postvention activities in both the immediate and the weeks/months following the deaths. Many staff members were involved in going to spaces on campus most impacted, were a supportive presence at processing spaces, with a focus on students first but also assisted the faculty members who knew the students who died.

Testing Services – section authored by Criss Gilbert, Testing Coordinator

The UWL Testing Center administers exams for admission, certification, licensure, employment screening and UW course placement. We strive to meet the needs of any examinee by providing access to professional and efficient testing services that adhere to nationally recognized standards. We aim to provide a welcoming testing space which provides secure, confidential and dependable assessment services to all, so everyone can fully participate in learning and demonstrate their knowledge and strengths through assessment.

RETHINKING TESTING 2021 – 2022

To help drive economic and educational development we need to be responsive to the evolving markets in the region as the pandemic continues to impact how we work, study and live. To this end, the Test Center continued to collect and analyze data at a granular level to inform decisions that influence how we operate. With this information we can gauge which tests to offer, days and hours of operation, safety protocols, and how to resourcefully serve our target populations, which include students from area colleges and universities, residents of the Coulee Region, UWL students, staff, and departments.

DEVELOPMENTS IMPACTING TESTING IN 2021 - 2022

ETS/PROMETRIC TESTING

In May 2021, ETS announced they would shut down the ETS Institutional Center network based at universities and colleges. Any school wanting to continue to deliver GRE, Praxis & TOEFL would need to convert to their new delivery system called the Strategic Testing Network.

A new ETS contract was executed in the fall of 2021 with the assistance of the UWL Purchasing Department and the UWL Contracts Administrator, with the reimbursement rate being raised for the first time in well over a decade.

The ETS/Prometric server was decommissioned and shut down on December 22, 2021. Delivery now takes place over a cloud-based system. This required purchase of new computers for the testing center, rewiring & reconfiguration the local area network, new software installation, staff training, and a new scheduling system. GRE, Praxis and TOEFL testing were off-line for six weeks while we made these changes.

ASE testing was also impacted by this change. Contract negotiations resulted in a slight increase in the reimbursement rate. This program was offline for six months while the contract details were worked out, software was installed, staff trained, and the new scheduling system implemented.

VIDEO SURVEILLANCE SYSTEM

In January of 2022, the old (ca. 2011) GE TruVision™ DVR surveillance system used for our mixed testing lab began to fail. In April 2022, Prometric recalled their March™ 8516S DVR surveillance system which monitored the ETS/Prometric testing lab. A new March™ 1216S DVR was purchased and installed by Ban-Koe systems. This new unit will cover all our testing spaces in one DVR closed circuit TV system.

UW PLACEMENT TESTING

The UW Center for Placement met with system provosts in December and agreed to extend the online UW Placement system for one more year due to the pandemic. Incoming students take the UW Placement exams from home online and submit scores to the UW System school of their choice. The UW Center for Placement Testing is considering a variety of hybrid alternatives for 2022 – 2023 instead of a return to the former paper/pencil system.

TEST CENTER STAFFING & HOURS

With the retirement of Charlene Holler in June 2021, after 40+ years at UWL, we found ourselves needing to hire a new Test Center Associate. Heather Walley was hired as a Test Center Associate at .75% FTE (30 hours per week) in July 2021. Heather's tenure lasted 3 months and she left us on October 1, 2021.

Sallie Coron was hired as the Test Center Associate on December 3, 2021, authorized by the Budget Office for a .75% FTE position. In a cooperative agreement with Exercise and Sports Science, where Sallie was already employed at a .35% FTE, each department slightly reduced their appointments to total a 1.0 FTE appointment. Sallie works .675% FTE at CTC and .325% FTE at EES. Sallie has quickly learned many testing systems and has become an asset to the Test Center.

CONTINUING IMPACT OF THE PANDEMIC

Many graduate school programs waived GRE for admission for the 2021 school year. Programs at some institutions are now requiring GRE again, and our numbers have begun to slowly rebound.

Numerous testing programs developed *TEST FROM HOME* options using remote proctoring. While this did impact our business, anecdotal evidence suggests this option is unreliable and unpopular with students. Numerous candidates remarked their *TEST FROM HOME* experience was unsatisfactory due to problems with internet technical issues and unpredictable proctor staffing by the remote service. It seems that any students prefer to test in a test center with fewer distractions and a guarantee the test will be proctored with integrity.

PAPER/PENCIL TESTING

Paper/pencil testing slowly began to return in 2021-2022. The GRE Subject exams were the first program to restart in September 2021. SAT restarted center-based paper/pencil testing in November 2021. ACT resumed paper-based testing in spring 2022, but our site was closed for low registration. Our first ACT since the pandemic began will be on July 16, 2022. Wisconsin DATCP Pesticide Applicator testing restarted in the spring 2022 with UWL as a test site, delivering the exam on 4 test dates. WI DATPC Weights and Measures declined to offer testing at UWL because they desire weekday testing during the business day, which we cannot provide because difficulty renting space on campus when classes take priority.

DATA GATHERED IN 2021 – 2022:

The UWL Test Center gathers data to help guide the daily work we do and influence the larger picture of what we could be doing to provide the best service imaginable to as many potential candidates as possible. We ask candidates a few demographic questions to best understand who we are serving, including if they are UWL students, staff, or alumni; if they are students or alumni from another institution; and, if they reside in the Coulee region. Daily

income is also tracked from various testing programs. Based on information we collected, in April 2022, the Test Center transitioned to a Monday to Friday work week as declining registrations on Saturdays made it no longer economically sustainable to be open on Saturdays.

CANDIDATE AFFILIATION

Responses to our survey, based on 1935 responses, indicates:
 29.35% are UWL Students
 41.08% are students at another school
 43.72% are residents of the La Crosse area
 Testing has a 6.77% no show rate

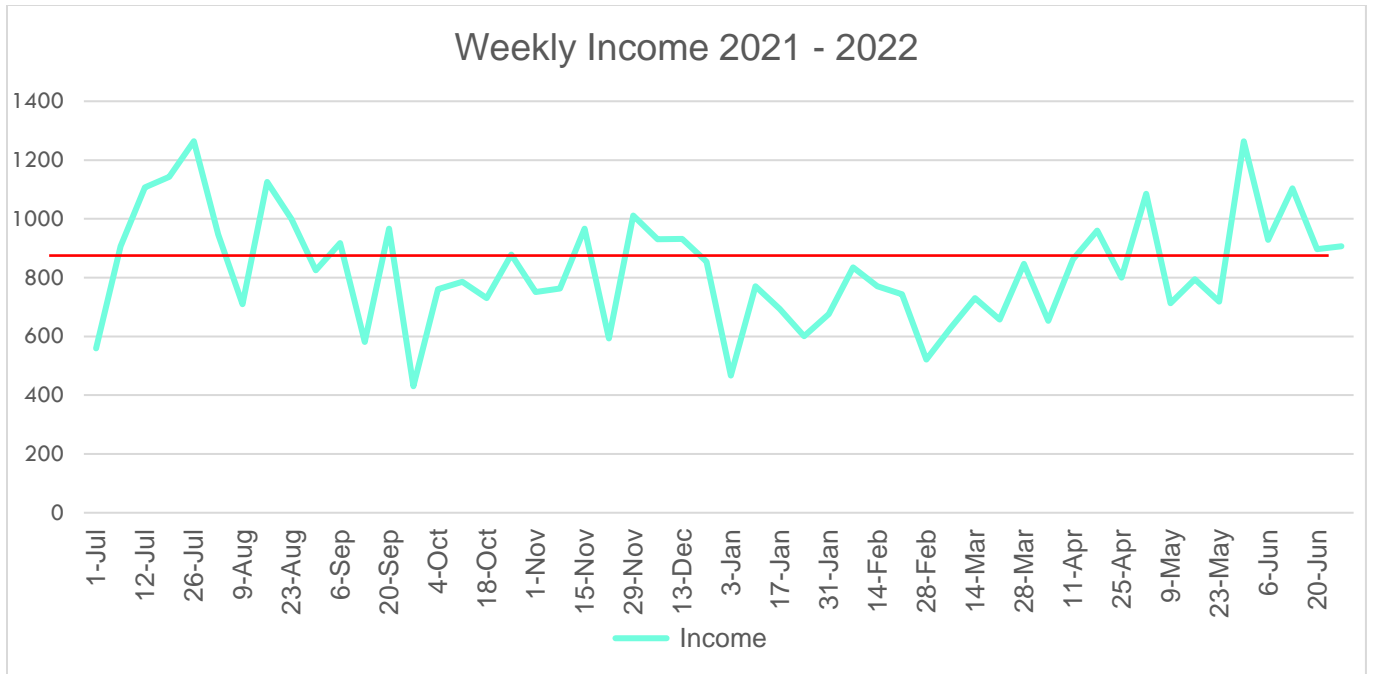
TEST CENTER INCOME

Income Since July 1 = \$42,164.75
 AVERAGE DAILY INCOME = \$180.96
 AVERAGE WEEKLY INCOME = \$897.12
 AVERAGE MONTHLY INCOME = \$3588.48
 Highest Weekly income = \$1264.08, week of July 26
 Lowest Weekly income = \$430.36, week of Sept 27

INCOME BY DAY OF WEEK

Income by day of week helped us decide that Saturday was no longer the most profitable day of the week. We closed on Saturday and opened on Monday beginning on April 9. Surprisingly, Tuesday is the busiest and most profitable day of our week.

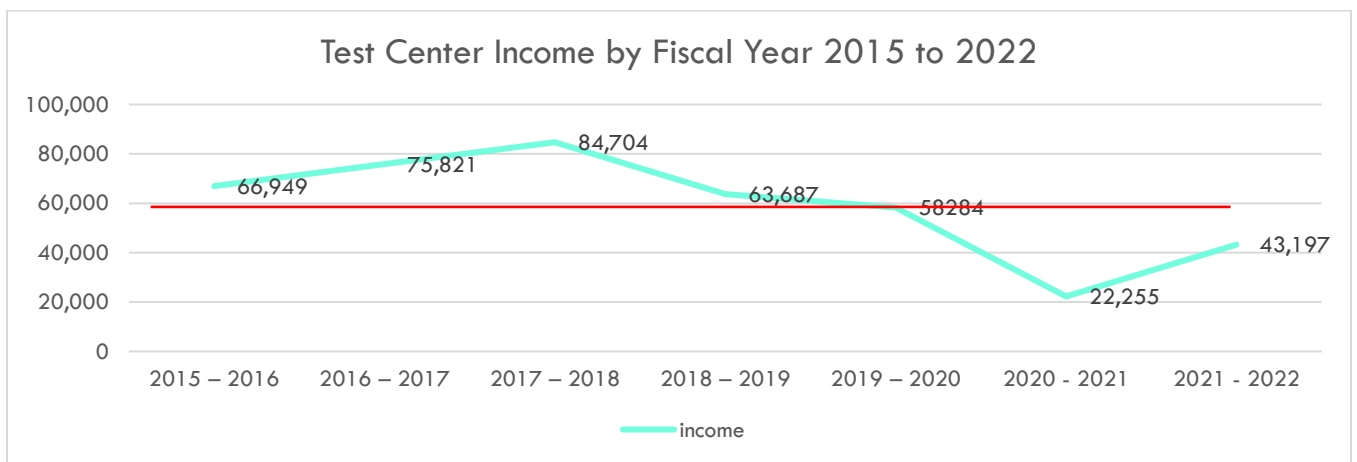
Monday	\$2,090.37
Tuesday	\$10,498.04
Wednesday	\$7,229.87
Thursday	\$7,294.54
Friday	\$9,370.97
Saturday	\$5,680.96



Red line represents the average weekly income of \$897.12

TEST CENTER INCOME TRENDS

Test Center income is slowly recovering to pre-pandemic levels. We anticipate a continued recovery as we begin to open more seats and programs come back online after the hiatus. Average income over the past 7 fiscal years is \$59,271.00, represented by the red line in the chart below.



See **Appendix F** for a table showing test volume over the past several years for the computer-based tests.

Outcome Data

Learning Outcome and Client Satisfaction data is solicited from every student who receives counseling or academic skills services at CTC. UWL participates in a UW system wide initiative to assess learning outcomes and client satisfaction in a standardized fashion. The survey (LOS) is comprised of three subscales: Intrapersonal Learning Outcomes, Academic Outcomes, and Client Satisfaction.

In the Fall of 2021 and Spring of 2022, clients were sent an email with an invitation to access the learning outcomes survey at a protected website. Data are collected, analyzed and summarized into both a UWS report and a school specific report. These reports are completed and shared with each participating university's Director in July or August every year. Therefore, at this time of year data from the 2021-22 academic year are not available.

Service

The CTC staff has a strong commitment to the service mission of the University. The following is a sample listing of the service contributions by the CTC staff: Violence Prevention Advisory Committee, CARE Team, Division of Student Affairs Staff Recognition Committee, First Year Registration and Orientation, and various Search and Screen Committees. Finally, Criss Gilbert continues to be a strong leader among the NCTA group.

Many clinical consultations were provided to the staff, faculty, parents and students throughout the year. The staff consults about counseling services, student problems, and questions regarding resources. Discussions about clients are always governed by confidentiality statutes. This type of indirect contact that is not associated with a clinical visit, is not easily recorded statistically, but still warrants time for a clinician to provide the consultation as well as to document it.

Professional Development

During the 2021-2022 year, the staff engaged in professional development opportunities across a range of topics and modalities (including virtual and in-person). These included three monthly designated training hours, coordinated by Dr. Samantha Lee-Hodges, and facilitated by clinical staff as well as external, guest speakers. Examples of continuing education topics provided included, but were not limited to: risk assessment (a two-part series), hospital evaluations and La Crosse Mobile Crisis, theories (e.g., ACT and DBT), burnout and sustainable practice, and specific presenting concerns within a brief model (e.g., eating- and substance use-related concerns). Consistent with our strategic plan and CTC value of Inclusion, several of our clinical staff trainings focused on mental health as it related to ongoing CTC diversity initiatives. Topics included training on working with men and masculinity, broaching current events in session, Steve Fund resources, and transracial adoption. For the third year in a row, we also facilitated two all-staff diversity trainings, in August and January. In addition, the CTC co-sponsored bringing in a clinician to train on LGBTQ+, Gender Identity, & Trauma (Guest A. Maurer).

Several staff members participated in individual professional development training, deepening their knowledge and skills in several areas of interest. This included presenting themselves to professional organizations, such as the Wisconsin Psychological Association (WPA) and the Wisconsin College Personnel Association (WCPA). Finally, three CTC staff members, along with two other UWS clinicians, organized the annual Wisconsin Association of Professional Counselors in Higher Education (WAPCHE) conference, which saw 80+ registrants from across the state.

Supervision and Training

The CTC continues to offer supervision and training to both CTC staff members (who are post-graduate and seeking hours toward licensure) as well as current practicum/internship Master's-level clinicians-in-training. During the 2021-2022 academic year, the CTC staff provided supervision to 7 staff members and 1 clinician-in-training. To support these efforts, supervisors maintained the previously engaged in Supervision of Supervision space as well as the Training Committee (with both meeting once per month throughout the academic year).

Diversity and Inclusive Excellence Efforts

The CTC always includes several trainings related to diversity in our weekly staff training time (see above). In addition to this professional development, our office engaged in the following:

- Collaboration & Outreach with the Office of Multicultural Student Services (OMSS), Upward Bound (UB), and the Center for Transformative Justice (CTJ)
- Collaboration and Outreach with International Education & Engagement (IEE)
- Collaboration and Outreach with Multicultural Student Organizations (as a whole & separately)
- Co-sponsored novel, tri-campus collaboration addressing mental health of SOC (*Black Mental Health Matters*; with Viterbo & WTC)
- Co-sponsored guest speaker Adam Maurer for Social Justice Week x 3 events
- Training and Outreach for Diversity & Inclusion departmental staff
- Organization and sponsorship of open-enrollment Campus Connect gatekeeper trainings to students.
- Continued participation in the university-wide Equity Liaison program. The CTC Equity Plan was again updated this spring, led by Dr. Crys Champion as our liaison, with input from our diversity committee. This is a living document, and the current version can be viewed in **Appendix G**.
- Co-facilitating the 'Stomp Out Stigma' panel during Social Justice Week.
- Making the CTC a permanent *Mobile Satellite Pantry* location specializing in stocking hygiene products free of charge for students
- Revamped the *CTC Lending Library* to include a wide variety of authors from traditionally oppressed communities.
- Offered a students of color support group, which reached some students yet was still underutilized this past year.

Goals from 2021-22

Below is a final version of the CTC strategic plan goals, with updated/added information on all of the action steps taken this year to meet the goals.

CTC Strategic Plan 2021-22 Goal #1

By May 31, 2022, the Counseling & Testing Center (CTC), in collaboration with the Division of Diversity & Inclusion, will increase service provision to students from historically underserved racial groups, as demonstrated by seeing an increased percentage of students identifying as students of color utilizing CTC services from 14.89% (2020-2021) to 17%.

Action Step	Key person(s)	Complete By
Resume meeting(s) with students in leadership positions (e.g., SEEDs, MSO officers) to determine how students are reaching our services, what types of services would be preferred, barriers to seeking services.	Teresa DePratt	January 21, 2022 Progressing – connections with MSO’s via attendance at events and mtgs. Possible survey TBD.
Invite focus group of students to walk through newly renovated CTC office space to provide feedback on how inclusive and welcoming space currently is and solicit suggestions for improvement.	Sam Lee-Hodges Andrea Matson Crys Champion Criss Gilbert	January 21, 2022 Revised. Initiated via D & I partners walk through in August. Student walk through not completed this year.
Review and revise outreach materials regarding services that meet needs of underrepresented groups (continuation of previous goal.)	OPE committee D & I committee	May 31, 2022 Progressing – reviewed and updated brochures. Continue to add components to self-help section of website, specific to underrepresented student groups. Honed down brochures to the most popular/relevant 10-15. New general CTC “bookmark” completed.
Review and increase diversity of author and artist identities represented in CTC lending library and office space.	D & I committee Andrea Matson	May 31, 2022 Completed, books added to library. ☒
Revisit SOC/USS group or intentional supportive collaborations with campus partners.	Groups committee D & I committee	January 21, 2022 Did not run fall 21, trying again spring 22. Did not run spring 22.

<p>Continue trainings focused on multicultural competency skills: 1) continue the twice annual all-staff training and 2) utilize at least two training weeks per semester for clinicians focused on working with underserved students in a clinical capacity.</p>	<p>Training committee D & I committee</p>	<p>May 13, 2022 ☒ Completed. Twice annual all-staff trainings (Aug and Jan), and 2 diversity-focused trainings each semester.</p>
<p>Create and offer a periodic, informal check-in space for staff doing their own personal development work around cultural identity.</p>	<p>Crys Champion D & I Committee</p>	<p>September 3, 2022 ☒ “un-book club” meets monthly</p>
<p>All CTC clinical staff will attend at least one on-campus DEI-related event, facilitated by signups on calendar of possible events created by D&I Liaison.</p>	<p>All staff Teresa DePratt</p>	<p>May 13, 2022 Incomplete. Did not use the calendar consistently, so attendance is unknown.</p>
<p>80% of CTC staff (clinicians and support staff when applicable) will participate in annual cultural competence training offered at UW system level.</p>	<p>All staff</p>	<p>May 31, 2022 ☒ Completed.</p>
<p>Collaborate with Center for Transformative Justice to evaluate Campus Climate Survey data regarding mental health needs of students.</p>	<p>Gretchen Reinders Crys Champion Teresa DePratt CTJ staff</p>	<p>January 21, 2022 Revised date due to slow movement on Campus Climate survey at UWS level May 31, 2022. Plan to consider findings as we update the CTC Equity Plan.</p>
<p>Evaluate academic year demographic data using Point and Click (PnC) data reporting and data from Client Information Form (CIF), including exploring whether specific identity groups opt out of sharing information for system-wide data project and what groups are statistically underrepresented (to inform future goals).</p>	<p>Crys Champion Gretchen Reinders Teresa DePratt</p>	<p>July 1, 2022 Services remained consistent with last year’s numbers, between 14-15% of clients identified as SOC. 21/22 data pulls shows that 18.7% of clients do not allow confidential CIF data to be included in system data collection. 83% of these respondents were identified by their registration as white. This would suggest that our client data set sent to UWS is slightly skewed. More thorough analysis is needed. Director will report to UWS Counseling Directors’ group.</p>

CTC Strategic Plan 2021-22 Goal #2

By May 31, 2022, the Counseling & Testing Center (CTC), will have increased campus awareness of existing and new mental health and other supportive services via promotion of our stepped care model. We will collect benchmarking data for the newer aspects of our stepped care model (online scheduling, single sessions, and SilverCloud), and will examine potential impact these efforts have on utilization of existing resources (individual, group, crisis counseling, Let's Talk).

Action Step	Key person(s)	Complete By
Complete onboarding and training of new CTC staff.	All staff	September 17, 2021 ☒
Pilot online scheduling for selected appointment types.	Crys Champion Andrea Matson	September 30, 2021 ☒
Implement Single Session Clinic (SSC) appointment type as piloted in Spring 2021. Evaluate and modify procedures as necessary.	Crys Champion Gretchen Reinders	October 11, 2021 ☒
Clarify distinction between onsite and telehealth services, including criteria for appropriateness for elective telemental health and rule-out factors.	All clinical staff	September 7, 2021 ☒
Utilize staff orientation and in-house training meetings to familiarize staff with scope of practice document, brief therapy interventions, and alternative service options (Let's Talk, SSC).	Training Committee	ongoing
Orient and collaborate with new counselor/clinical case manager to increase networking connections with off campus treatment resources for students needing or desiring alternative treatment.	Karn Ofte-Schroeder Gretchen Reinders	December 15, 2021 ☒ Focused on meet/greet w/ local hospitals and La Crosse County
Open house and/or virtual tour of expanded CTC space.	All staff	August - September, 2021 delayed with media presence (planned Insta takeover moved to spring)
Implement and promote use of the Silver Cloud program to campus.	OPE Committee	Promotion ongoing, no end date
Website edits and other outward facing advertising/promotion to accurately communicate our services and the options for	OPE Committee	August - September, 2021

care (in-person and remote), as well as our model of care.	UComm	added some to website, Stepped Care added to many presentations and main webpage
Increase presence of videos, blogs, self-helps app and information on our website.	OPE Committee PHA	Ongoing
Possible collaboration goal w/ campus surveys (e.g., Res Life survey)	Gretchen Reinders	5 Items on ORL survey – see notes

CTC Strategic Plan 2021-22 Goal #3

By June 30, 2022, the Counseling & Testing Center (CTC) will have steadily increased testing center utilization from the last full year of uninterrupted service (2018-19), enabling a .75 or 1.00 full-time Test Center Associate (TCA).

Action Step	Key person(s)	Complete By
Meet with Academic Advising and Student Support Services to promote option for UWL students to take CLEP exams.	Criss Gilbert	October 28, 2021 Revised due to staffing shortage in Test Center March 2022
Advertise on digital signs about CLEP the two weeks prior to registration periods opening.	OPE Committee	October 28, 2021 ☒ March 24, 2022
Continue tracking daily/weekly income of testing services. Update Vice Chancellor quarterly with a summary.	Criss Gilbert	Ongoing
Consult with Prior Learning Experience Credit Policy Committee (Eileen Narcotta-Welp, Jane Brannan, Patrick Barlow, Meredith Thomsen) to update UWL Credit by Exam policy	Criss Gilbert	July 30, 2021 ☒
Keep Director, Vice Chancellor, Provost and dept chairs aware of new exams available through UWL Test Center that benefit UWL Students.	Criss Gilbert Gretchen Reinders	Ongoing

Accomplishments, 2021-22

As noted, we successfully onboarded four clinical staff members this year, and four part-time administrative staff in testing and the front office.

We remained open and provided all direct and indirect services, uninterrupted. We did this with support from all staff and especially with clinical service delivery management of Assistant Director, Dr. Crys Champion.

We worked as a team on efforts consistent with CTC values: compassion, collaboration, inclusion, and access. Just a few examples of this include:

- Introducing online scheduling for 4 common access points: triage, SSC, Let's Talk, and referral visits.
- Consistent use of open office space for telehealth rooms. Our three telehealth rooms were reserved 588 times, assisting our clients who had limited to no privacy and/or reliable technology for counseling sessions.
- Completing with great success a full pilot year of Single Session Clinic (SSC).
- Effective use of case management and collaborative efforts with on-campus and off-campus resources to provide the best resources available to our students in this year of exceptional transition and differing needs.
- We assisted the campus as mental health professionals following multiple student deaths.
- The Testing Center remained open all year, and successfully transitioned successfully transitioned to a new, streamlined test delivery platform with Educational Testing Services (ETS).
- The CTC staff consistently engaged in self-reflection, training, and dialogue on issues of social justice impacting ourselves as well as our clients.
- The CTC is now a mobile pantry site, offering some personal care and food items right from our waiting room.
- The CTC was awarded a mini-grant from UWS for a "Social Media Jump Start," which will offer us more opportunities to reach students with timely and accurate information about our services and increase mental health literacy. To be implemented in 2022-23.
- Successful piloting of a mental health screening for UWL student-athletes completed this spring. Full roll-out for all student-athletes is being planned for August-September 2022.

Challenges during 2021-22

Testing & Front Office support: As noted, while we have been able to hire a new testing center associate, and a front office administrative assistant, we have already filled the positions twice (each). Regular turnover of these positions is not sustainable and will continue to be a challenge for our center.

Clinical Staff turnover: Since 2021, the CTC has lost 8 clinical staff members to resignation (including this writer). Collectively, in addition to decades of experience as mental health professionals, these individuals represent over 35 years of UWL institutional memory lost. Filling the positions has been challenging; the applicant pools are dwindling in number, and we are drawing mostly from recent graduates who are in need of supervision. Of our last 8 clinical staff member hires, all needed clinical supervision for at least several months. While we have been fortunate to hire talented clinicians in these positions, this writer expects continued exits as staff are able to find commensurate work at a much higher salary. Constant hiring takes time, energy, and impacts both staff morale/cohesion and continuity of client care. Both this writer and the collective CTC clinical staff have shared their concerns with upper administration and with the UWS Behavioral Health Coordinator. It is my great hope that these issues will not go unchecked.

Initiatives and Goals for 2021-22

At the time of this writing, the CTC is about to have a change in staffing and in leadership. Because of this, the CTC's strategic plan goals are still in development. Three salient goals for the upcoming year have been drafted and include:

- 1) Successful transition of leadership and onboarding of Director and new clinical staff.
- 2) Increased campus awareness of existing and new mental health and other supportive services via collaboration with the UW system telemental health initiative. There will be impact of this initiative on campus counseling centers; it is not known yet how and to what extent.
- 3) Successful implementation of a "Social Media Jump Start" initiative. Funded mostly by a UWS mini-grant, this will establish a social media presence of the CTC, with a goal of providing regular, timely, and accurate information about the center as well as mental health as a whole.

Appendix A: CTC Return to Work Plan

UW La Crosse Counseling & Testing Center

Proposed Return to In-person Work Plan

During/After the Ongoing Global Pandemic

Created: June 23, 2020

Updated: August 7, 2020

Updated: July 26, 2021

The University of Wisconsin-La Crosse Counseling & Testing Center (CTC) has remained open and continued to serve students during the time of COVID-19 through telemental health services. The foundation of this proposed plan has the basis of safety provisions for students and staff, proven success of teletherapy during this time period, and benchmarked proposals for a return to in-person services. This has been done in conjunction with the UW System Counseling Centers and the best practice support by our professional associations; specifically, the Association for University and College Counseling Center Directors (AUCCCD), the American College Health Association (ACHA), the Centers for Disease Control and Prevention (CDC), and our accreditation body, the International Accreditation of Counseling Services (IACS).

CONSIDERATIONS

- The high volume of individuals that enter CTC on a daily basis; this includes students with counseling, those coming in to schedule, and all examinees for tests in our computer-based test center.
- Absence of a vaccine requirement for students, absence of a way to confirm vaccination status (currently there is not one in place at UWL).
- The CTC facility having challenges to appropriately abide by social distancing guidelines, as well as the nature of our work most effectively being done in closer proximity than 6 ft apart, and for period of time well past 15 minutes.
- Proven efficacy of wearing masks to prevent disease spread, and the ongoing recommendation for masks by both clients and counselors.
- The level of cleaning needed in high traffic areas as well as between sessions (frequency may vary depending on vaccination rates and community COVID-19 rates). We need to be prepared for a standard of cleaning front desk, waiting area, testing center check in area, and counseling office numerous times throughout the day.
- Need for scheduling modifications.
- The expense of masks, cleaning supplies, and office modifications.
- Licensure considerations. There are no more extensions for temporary licenses for providing out-of-state services. If students are physically located outside of WI or MN (we have limited ability to see some students located in MN), clinical staff will not be able to provide telemental health. We would need to refer students outside of WI to services in their state of residence.

- Staff with high risk considerations.

Level 1: CTC open with full staff reporting to in-person work, as-needed precautions in place

Considerations

- As CDC and/or local health departments report the risk of infectious spread from COVID-19 has consistently significantly decreased, the transition to a fully staffed CTC begins in August 2021.
- Additional counselors will increase the amount of student flow in the Center, which will mandate more extensive accommodations and safety precautions.

Office

- The CTC will continue to require masks for in-person services. This follows recommendations set forth by the CDC and ACHA, primarily.
- Per the CDC's "Guidance for Institutions of Higher Education (IHEs)" (<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html#section3>)
 - "Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained."
- Per the ACHA's "Considerations for Reopening Institutions of Higher Education for the Fall Semester 2021" (https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_for_Fall_2021_5.25.21.pdf):
 - "Masks should be required in health care facilities or locations providing health or counseling services."
- Per Prometric guidelines:
 - "Masks remain mandatory in all test centers regardless of local/government rules." (communication to test centers as of July 27, 2021).
- Students requesting counseling services will be asked about in-person and telemental health counseling preferences.
- Students and Testing Center examinees entering the CTC will be asked to self-screen and not present in the office with any symptoms or exposure to the coronavirus or its variants. Students, staff, or community members who present displaying symptoms of illness will have their appointments rescheduled.
- Masks will be required in group meetings (including staff meetings).
- Disposable masks will be available at front desk.
- Any self-check in device (i.e., iPad) owned by the CTC will be cleaned in between uses.
- Designated "telehealth" rooms will be cleaned in between uses.
- Signage reflecting our expectations will be visible at entry, in the waiting room, and on any digital advertising and the CTC webpage.
- Front desk will be wiped down periodically throughout the day.

- Cleaning supplies and masks are ordered and appropriately maintained to meet demands.

Clinical:

- Clinicians will be able to utilize personal offices for in-person sessions. Both parties will wear masks during sessions. Students wishing to be seen in person without a mask will not be allowed into the CTC at this level of service provision and will be directed to call for a telemental health appointment or be provided an outside referral.
- For any services offered in office spaces, the clinician is responsible for cleaning any contacted surfaces.
- Telemental health will continue to be an option for students as needed and appropriate. Examples include:
 - If a client is in quarantine or isolation
 - If a client has symptoms that prevent them from coming for in-person sessions
 - Distance learners (located in WI)
- Initial triage sessions will be provided via telephone. This will allow for assessment of appropriateness or need for telemental health services.
- Group counseling will be provided by teletherapy (Zoom) to provide students the opportunity for continuity of participation, regardless of changes to public health recommendations, vaccination status, quarantine or isolation recommendations, or symptoms of illness.

Testing Center

- NOTE: Operations for the UWL Testing Center will follow in accord with Prometric's general guidelines for reopening a test center.
- Frequent deep cleaning of all surfaces at check in station, each testing station.
- Reduce capacity as needed or required by testing companies.
- Masks will be required for all examinees and staff when in the testing labs.
- Walkthroughs of the testing labs will be reinstated as of 8/2/21, per Prometric, in addition to observation through viewing window and DVR.
- Wanding with the metal detector will be reinstated as of 8/2/21, per directive from Prometric, each time a candidate enters the testing lab
- Use scratch paper and disposable pencils, candidate to put both into special trash container after testing.
- Biometric devices and ID scanning will return as of 8/2/21, per directive from Prometric, for those programs which require them. Candidate face mask covering can only be removed/pulled down briefly when verifying their ID with the Testing Center Associate (TCA) and during the image capture at check in. Examinee will still do security checks including pocket turn out, pant leg check, shirt shelve check, self-pat down, ALL items except ID will be placed into locker. Lockers will be cleaned after each use.

Level 2: Plan for when counseling services need to be provided in a majority telemental health manner

Considerations

- This level would be initiated if there is a recommendation for de-densified office spaces. Staff in office would be reduced, the minimum of which will include the front desk coordinator (and/or associate if needed), Testing Center staff, Urgent Care clinician, and available in-person supervisor/consultant (Director, Assistant Director, or other appointed licensed senior staff member). Remaining clinical staff would be in the office on a rotating basis.
- Staff not in the office will be providing telemental health services from a private location, using the secure platform Zoom, and completing any telephone session from their office phone by using Jabber.
- This phase will require flexibility and readiness of all CTC staff to make adjustments as needed. This includes but is not limited to:
 - Clinical staff coverage would flex based on any changing needs (e.g., influx of new appointment requests, increased Urgent Care demand, etc.).
 - Positive cases in the office that warrant a short-term closure of any services.
 - Staffing challenges, especially at the testing center or front desk, that may warrant a *short-term* solution of locking the doors. In this rare instance, signage would direct counseling/academic skills clients and testing examinees how to proceed.
- Website and voice mail updated to reflect these current procedures.

Office

- CTC doors will be unlocked.
- As directed by university standards, anyone entering Centennial will likely be expected to wear a mask upon entering the building and when engaging with others. Staff alone in their individual office space will not be required to use masks.
- Disposable masks will be available at front desk.
- Students and Testing Center examinees entering the CTC will be asked to self-screen and not present in the office with any symptoms or exposure to the coronavirus or its variants.
- Cleaning would need to occur following every student contact in whatever space the student was engaged in.
- The two group rooms will be utilized for clinical services as needed, as they allow for appropriate social distancing.
- Cleaning supplies and masks are ordered and appropriately maintained to meet demands.

Clinical:

- Clinical staff will continue to provide services through tele-services (phone, Zoom). Individual counseling will be provided by teletherapy (phone, Zoom) in most instances at this level.
- Group counseling will continue to be provided by teletherapy (Zoom).
- Crisis management will be primarily provided by teletherapy unless there is a situation in which counseling staff is needed on site. In this case, group rooms may be used to enable appropriate social distancing.
- All adjunctive services (wellness workshops, Let's Talk) will be provided by telemental health services (Zoom).
- Outreach will be limited and when possible, will be presented in a virtual format.
- Masters-level trainee might be in office part time to provide telemental health services and receive clinical supervision/consultation.
- Students who enter the CTC for crisis services in-person will be asked health related screening questions. As noted, telemental health will be utilized as much as possible.
- Students wishing to be seen in person without a mask will not be allowed into the CTC at this level of service provision and will be directed to call for a telemental health appointment or be provided an outside referral. Signage will be placed on doors indicating this. ****NOTE: disposable masks will be available at the front desk.**

Testing Center

- NOTE: Operations for the UWL Testing Center will follow in accord with Prometric's general guidelines for reopening a test center. These are only feasible if at this time Centennial Hall is open to the public.
- Frequent deep cleaning of all surfaces at check in station, each testing station.
- Reduce capacity of testing labs by 50% to fill only every other seat.
- Students to be given single use pencils for sign-in and use for note taking during test. Pencil will be disposed or given to student when testing complete.
- Print individual (instead of group) rosters and all other check in paperwork. Examinees will only touch their own sign in sheet. Place all forms in individual plastic bags for each examinee.
- Staggered check in for tests, staggered examinee arrival time to minimize waiting room contact with others and staff.
- No walkthroughs of test labs, observe through viewing window and DVR only.
- No wandling with metal detector until further notice.
- Use scratch paper and disposable pencils, candidate to put both into special trash container after testing.
- No biometric devices use until further notice (finger print reader). Candidate face mask covering can only be removed/pulled down briefly when verifying their ID with the Testing Center Associate (TCA) and during the image capture at check in. Examinee will still do security checks including pocket turn out, pant leg check, shirt shelve check, self-pat down, ALL items except ID will be placed into locker. Stagger locker usage, using only every other locker.

- TCA instructs candidate to place ID and eyeglasses on the desk. TCA visually checks ID and eyeglasses without touching.
- Candidates to remain in check-in area while TCA goes into the testing lab to launch exam, then motion examinee to enter. No printed score reports; any exam that produces an end of exam score report will be emailed.

Cleaning

(see detailed cleaning procedures on UWL website: <https://www.uwlax.edu/globalassets/offices-services/fpm/uwl-cleaning--disinfecting-your-work-space.pdf>)

- Available supplies will be located throughout CTC.
- Cleaning will be completed following any student and/or examinee engagement (e.g. in waiting area, on computers or iPads for paperwork, in group room, in Testing Center, etc.).
- For any services offered in office spaces, the clinician is responsible for cleaning any contacted surfaces.
- iPads used will be wiped down after each use.

Level 3: Centennial locked with limited access via card swipe.

Considerations

- This level would be initiated if there is a campus closure and/or a return to all-remote working.
- Staff will be providing telemental health services from a private location, using the secure platform Zoom, and completing any telephone session from their office phone by using Jabber.
- Testing Center would be closed.
- Website updated to reflect these current procedures.

Office

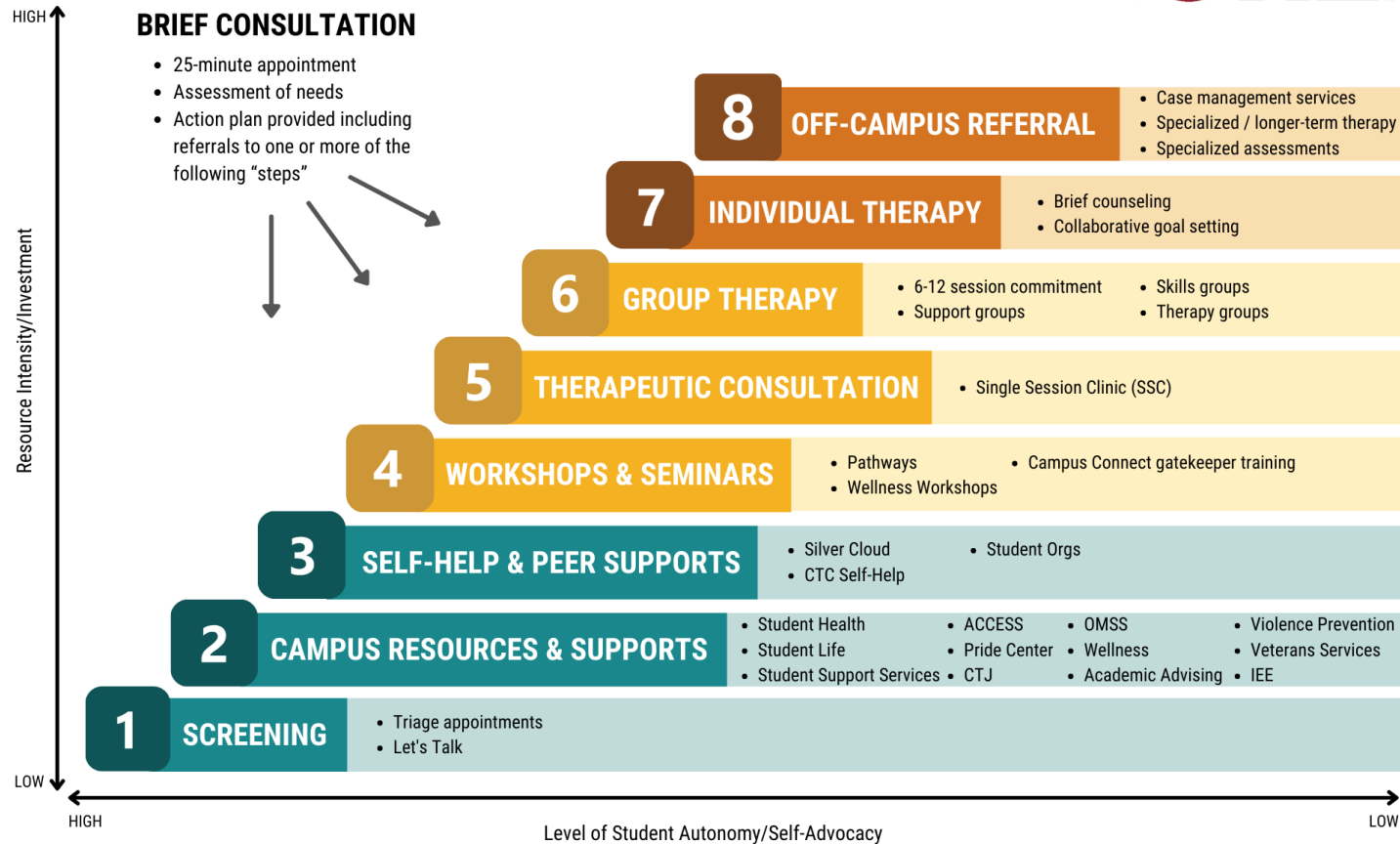
- Centennial Hall only open to essential personnel or those with special permissions. CTC doors will remain locked.
- Clear instructions of how to contact CTC will be posted on the website.
- Phones will continue to be forwarded to front office coordinator and office associate.
- Cleaning will be limited due to limited activity in the office.
- PPE need will be limited due to limited contact with others.

Clinical

- Individual counseling will be provided by teletherapy (phone and Zoom).
- Group counseling will be provided by teletherapy (Zoom).
- Urgent Care will be provided by teletherapy (phone and Zoom). A licensed supervisor/clinician on duty will be available for consultation.
- Consultation will be provided by tele-services (phone, Zoom).
- All adjunctive services (wellness workshops, Let's Talk) will be provided by telemental health services (Zoom).
- Outreach will be limited and when possible, will be presented in a virtual format.

Appendix B – CTC Stepped Care Model

STEPPED CARE MODEL



TAKE CARE OF YOURSELF

- 7-8 hours of uninterrupted sleep
- Nourish your body
- Hydrate
- 30 minutes of physical activity daily
- Practice gratitude and compassion
- Unplug and be present

Appendix C – Summary of Direct services and Client Characteristics

Overall summary of direct services

During the calendar year, June 2021 through May 2022, 1086 students received direct services. The CTC conducted 5000+ direct service appointment during this calendar year. In general, the average profile of a student-client who receives services identifies as female, white, single, and 20 years of age. The client information form (CIF) provides the opportunity for clients to endorse gender identities other than female and male, as well as varied sexual orientations. Our electronic medical recordkeeping system, Point and Click (PnC) does not allow for this reporting, as it pulls from the UWL system of PeopleSoft. The CTC is committed to gathering self-reported data as well as that entered in through university registration.

Counseling & Testing Center Client Characteristics

Gender Identity (data pulled from CIF)

Female	75%
Male	22%
Identified as transgender, or self-identified (written response)	3%

Age (data pulled from PnC)

Range: 17-38; Mode: 20

Sexual Orientation (data pulled from CIF)

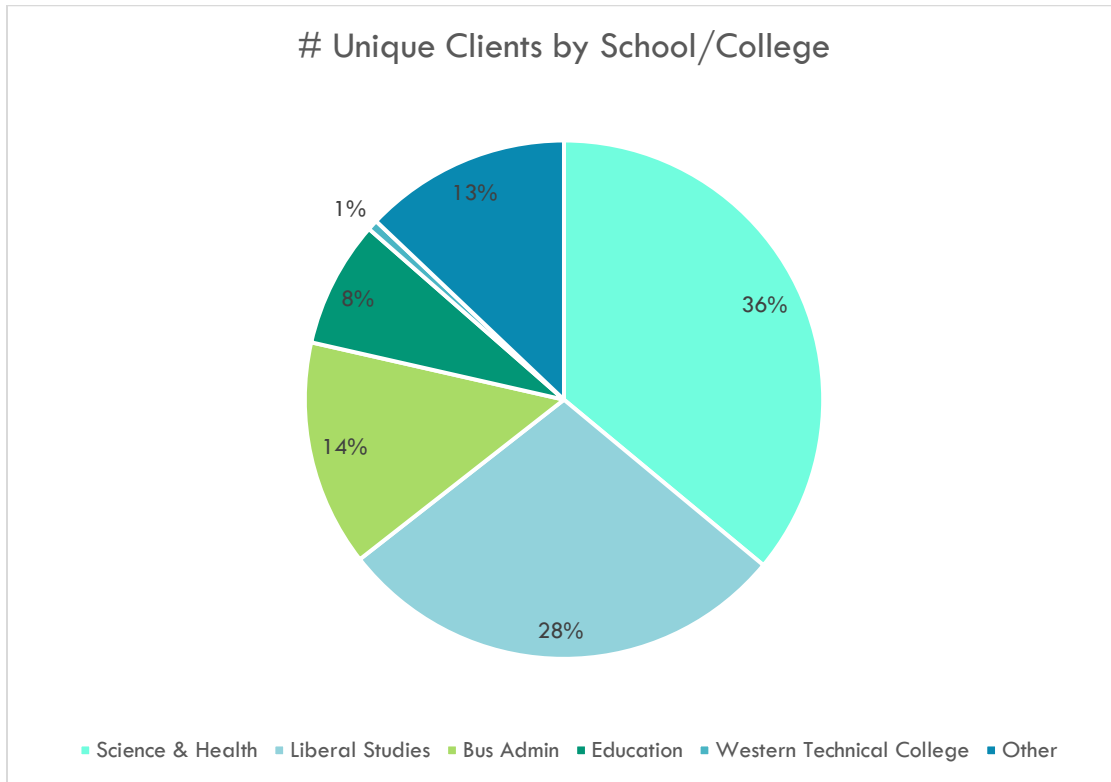
Heterosexual	75.6%
Lesbian	1.9%
Gay	1.4%
Bisexual	13.3%
Questioning	4.7%
Self-Identity or no response	3.1%

Race – NOTE: client reported racial identity is typically what we report on; however, that full data set is currently unavailable. The following is reported from PnC. Please note that given the small number of enrolled students with certain racial identities (i.e., Native American, Pacific Islander, etc.) we have collapsed data to protect confidentiality, not to dismiss identity by subsuming into more generalized identities or use of an other-type category)

African American/Black	2%
Asian American/Asian	3.7%
Latinx	4.7%
White	86%
Other racial minorities	1.7%
Race unknown/unreported	1.8%

School of Enrollment (data pulled from CIF)

Science & Health	41%
Liberal Studies	27%
Business Administration	11%
School of Education	14%
Education, Exercise Science, Health & Rec	5%
WTC	1%
Other/unreported	2%



CIF = Client Information Form

PnC = Point and Click

Appendix D – Most common client reported presenting concerns, per Client Information Form (CIF)

Reported Concern (rounded to nearest percent)

Anxiety/fears/worries (non-academic)	80%
Depression/sadness/mood swings	65%
Stress/Stress management	57%
Problems related to school or grades	48%
Friends/roommates/dating concerns	43%
Attention/concentration	39%
Low self-esteem/confidence	39%
Procrastination /motivation	36%
Eating behavior/weight/body image	26%
Sleep difficulties	25%
Choice of major/career	19%
Shyness/social discomfort	17%
Anger/irritability	16%
Grief/loss	11%
Physical symptoms/health	11%
Suicidal thoughts/urges	11%
Childhood abuse	9%
Family-related concerns	8%
Alcohol/drug use	6%
Sexual assault	4%
Self-injury	4%
Sexual Orientation	4%
Gender Identity	3%
Cultural adjustment	2%
Prejudice/Discrimination	2%

Appendix E: Group Therapy Sample Advertisement - Fall

Join the Group

UWL Counseling & Testing Center: Fall Semester 2021

All groups are for STUDENTS ONLY. A pre-group meeting or triage is required unless otherwise noted in the description.

CALL: 608.785.8073 ALL GROUPS ARE ONLINE

SUPPORT GROUPS

Healing & Overcoming Group
WEDNESDAY 2:30-3:45 PM
A confidential space for survivors of sexual trauma to connect with other survivors, explore helpful strategies, and learn more about healing following trauma. Contact Sam to learn more.

Student of Color Focused Support Group
TUESDAY 4:00-5:00 PM
If you are hoping to find a space for belonging and bravery as a person of color in a predominantly white institution, this is the group for you! Contact Amanda to learn more.

Grief & Loss Support Group
TUESDAY 2:00-3:00 PM
Members of this 6-week group will explore the grief process and the many layers of loss, find support, and identify coping strategies. Contact Katelyn to learn more.

Graduate Student Support Group
WEDNESDAY 4:00-5:00 PM
A supportive community where graduate students can share their experiences, concerns and offer perspective while navigating challenges. Contact Teresa to learn more.

PSYCHOTHERAPY & SKILL GROUPS

Coping to Calm
THURSDAY 12:00-1:00 PM
Learn about the relationship between anxiety and our thoughts, feelings and behaviors along with effective strategies to modify these patterns and move towards valued living. Contact Ashley to learn more.

Mindful Eating
WEDNESDAY 2:00-3:00 PM
This group addresses eating patterns and body image concerns which interfere with living a valued life and offers an opportunity to learn strategies for effective coping. Contact Katelyn to learn more.

Expressive Arts Anxiety Group
TUESDAY 4:00-5:15 PM
Sometimes words aren't enough. Join a group that will engage you in non-verbal and verbal expressive art's tools to cope and manage your anxiety. Contact Jenna to learn more.

Living Social 2.0
WEDNESDAY 11:00-12:00 PM
This group is for students wanting to gain confidence and skills in managing anxiety while returning back to a social world. Contact Beck to learn more.

Your Trauma is Valid!
MONDAY 2:30-3:45 PM
If your trauma response is impacting you more than usual, and you need some ideas for managing old, new, or different symptoms through life transitions, this trauma recovery refresher group is for you. Contact Jess to learn more.

Balancing the Academic You
MONDAY 1:00-2:00 PM
Struggling with school? Join a group that will give you academic tools while helping make goals a reality in a supportive environment. Contact Hannah to learn more.

If group therapy interests you, your first step is to schedule a pre-group meeting with one of the counselors who will lead/facilitate the group you are interested in.

If you are not sure which group to join or have not been to CTC before, set up a triage appointment with any of the counselors and they will help you decide what service or group is right for you.

Join the Workshop

UWL Counseling & Testing Center: Fall Semester 2021

All groups are for STUDENTS ONLY. A pre-group meeting or triage is required unless otherwise noted in the description.

CALL: 608.785.8073 ALL GROUPS ARE ONLINE

Pathways

MONDAY & WEDNESDAY 3:00-4:00 PM
(TUESDAY AND THURSDAY MONTHLY 3:00-4:00 PM)

Pathways is an educational, interactive workshop meant to accelerate the change process. This 3-session workshop is structured with specific learning objectives, with each session building on material from the preceding session giving you immediate strategies and tools to improve your well-being. Set up a pre-group meeting with any of our counselors to learn more.

ACADEMIC TOOLBOX

11:00-11:30 AM

TIME MANAGEMENT	9/29
TEST ANXIETY	10/28
MOTIVATION	11/18
TEST ANXIETY	12/9

A monthly 30-minute session workshop where you learn skills to improve your academic success. Students must register ahead of time. Contact Hannah for more information.

RESERVE A TIME ONLINE

Let's Talk

MONDAY 2:30 PM-4:30 PM
FRIDAYS 11:00 AM-1:00 PM

A brief, one time consultation with a CTC counselor. Let's Talk is not a substitute for counseling or urgent care. Visit our website for more information and updates.

Appendix F – Testing Center exams delivered, 2015-2021

COMPUTER EXAMS	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
ACTFL	12	20	18	5	18	3	7
ACE	74	75	54	53	25	24	15
ASE	179	199	119	156	166	299	54
BOC AT	25	30	42	36	4	11	7
CLEP	37	54	42	24	39	41	31
DSST	21	25	11	2	6	6	16
FBI	0	3	3	12	8	6	7
FORT	186	237	200	226	153	123	192
Kryterion	19	33	33	30	34	21	38
GRE	513	573	548	572	351	231	195
ISO Quality	0	0	0	0	3	99	123
MAT	41	35	39	56	35	23	52
MTLE	154	134	169	225	107	53	35
NTN	0	0	0	0	30	10	18
PAN other	123	32	31	27	23	29	123
Pearson other	105	122	161	159	134	47	28
Praxis	616	439	169	182	125	103	144
Proctored	0	0	104	105	29	0	60
Prov	8	22	36	21	14	0	0
PSI other	41	106	139	177	152	164	249
Scantron Other	75	132	16	31	14	18	11
TOEFL	9	5	9	6	4	7	10
TSA	0	114	83	56	26	44	56
USPS	537	401	453	395	1	0	11
WI Real Estate	0	0	0	0	0	78	94
WI Insurance	0	0	0	0	0	244	359
SUBTOTAL	3059	3062	2541	2587	1534	1687	1935

PAPER/PENCIL EXAMS	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021- 2022
ACT	180	284	249	334	282	0	0
GRE Subjects	22	29	44	50	4	0	21
LSAT	77	98	96	92	77	0	0
SAT	133	153	158	176	147	0	10
UW Place	2065	2122	2108	2461	144	0	0
WI Dept of Ag	0	47	90	148	48	0	42
SUBTOTAL	2791	3045	3051	3296	877	28	73

GRAND TOTAL	5650	6107	5592	5883	2411	1715	2008
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Appendix G – CTC Equity Plan

University of Wisconsin-La Crosse Equity Liaison Initiative

Counseling & Testing Center Equity Plan for 2021-2022

Equity Liaison: Crystal Champion, PhD
Department Director: Gretchen Reinders, PhD
D & I Coordinator: Teresa DePratt, PhD

1. Guiding Principles

Vision: Counseling

The CTC strives to foster a connected, accessible, compassionate campus community.

Mission: Counseling

Our mission is to promote students' psychological, academic, social, and cultural growth through professional and confidential counseling services. We accomplish this by maintaining an environment of compassion, collaboration, and inclusivity. We strive to foster a connected, accessible, compassionate campus environment where students can grow and attain their personal and academic goals.

Values: Counseling

Compassion
Collaboration
Inclusion
Access

Vision: Testing

The CTC strives to provide a welcoming testing space which provides secure, confidential and dependable assessment services to all.

Mission: Testing

Our mission is to meet the needs of any examinee by providing access to professional and efficient testing services that adhere to nationally recognized standards.

Values: Testing

Professionalism
Dependability
Knowledge

Departmental statement re: equity, diversity, and inclusion:

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At the University of Wisconsin-La Crosse, diversity and inclusion are integral to the achievement of excellence. As part of the university's implementation of Inclusive Excellence, the Counseling and Testing Center is committed to:

- Forging thoughtful relationships with groups of students who are traditionally underserved by mental health services.
- Making our office-based services as comfortable and inclusive as possible, so that all students feel our services fit their needs.
- Using our existing knowledge and expertise to benefit the cultural competence of the campus community.
- Continuing growth and development of our own cultural competence: personally, professionally, and as a staff.

Training Program Diversity Statement

The University of La Crosse-Wisconsin Counseling and Testing Center is committed to providing culturally- and trauma-informed services to the UWL campus community. Our staff recognizes the inherent importance of intersectionality across gender, sex, race, ethnicity, sexual orientation, ability status, immigration status, citizenship status, body size and body image, age, generation, nationality, political affiliation, spirituality, religious affiliation, socioeconomic status, military affiliation, education, and family system, among other facets of diversity and identity, to one's health and experience of being in the world.

We strive to promote inclusion and to affirm and celebrate diversity in its broadest sense across all areas. We recognize that our commitment to diversity and inclusivity is an active, life-long journey. We know that only through an awareness of ourselves as cultural beings can we hope to hold space for the experiences of others. Therefore, clinical training, discourse, and action in topics of diversity and multiculturalism are essential to our staff culture and integral to the CTC training program.

Key department-level efforts connected to *Sustaining Excellence* strategic plan:

1. In addition to our semesterly surveying of CTC clients, we are consistently looking to evaluate and increase assess our services, and especially to gain knowledge about the general UWL student's awareness and opinion of the CTC. This has included the following: questions on the EBI survey sent out to students living on campus, mental health specific questions sent to students who did not re-enroll at UWL (survey sent by Academic Advising), and additional items added to the 2018 Campus Climate survey related to mental health.
2. Annual examination and reporting of how the CTC client demographics compare to the general UWL student population. In doing so, we gain a better understanding of those student we may be reaching well, and those where we may need targeted outreach and/or non-traditional approaches to access. As of June 2021, we are examining the last year's data set to determine what groups may have disparities of access.
3. Regular staff trainings related to diversity topics are prioritized, a collaboration between Training Coordinator and Diversity Committee. Recent examples include: Mental Health and our Bodies and Abilities, Mental Health Practice and the Election, Anti-Racism and Advocacy (2

trainings including guest speaker from UWL faculty), Working with Military Affiliated Students, Hmong Identity and Mental Health, and Working with First-Generation Students.

4. CTC staff collaborate with other campus offices to offer training, outreach, and supportive spaces when current events impact students with diverse identities, including a recent student death by suicide, nationwide attention to impact of police violence toward BIPOC communities, and bias and hate crimes toward the AAPI community. We have also posted a statement of support on our homepage that reflects our awareness of the impact of local, regional, and national events on students' lives, and our awareness of our own identities and positionality.
5. CTC staff contribute to health prevention efforts across campus, improving the support available to students from multiple sources. We have coordinated with the UWL Wellness and Health Advocacy Office on social media programming to promote mental health and wellness. We offer yearly training for Residence Life student staff, faculty and staff, and interested students on suicide prevention through the Campus Connect program. Ongoing training is provided as part of the Excellence in Diversity and Inclusion certificate program, titled *Mental Health 101: Recognizing and responding to signs of distress*.

2. Areas of Focus

Primary areas of focus for improving equity for students and employees:

- Access to services by historically underrepresented groups.
- Professional development of all staff.
- Recruiting and retaining a more diverse professional staff more representative of the student body.
- Addressing salary inequities, as evidenced by CUPA and UWS data sources.
- Dedicate resources for the education and training of the greater Campus community in an effort to diversify and expand resources for promoting student well-being.

3. Goals & Action Steps

Specific goals the department has set for itself in the above focus areas:

1. One of the CTC's strategic plan goals for 2021-2022 includes a focus on staff development and advocacy around Diversity, Equity, and Inclusion. While our broad goal is to improve relationships and accessibility for underrepresented groups of students, for the purpose of making this goal measurable, this year we are focusing on number of non-white identifying students served. We continue to evaluate different options for quantifying this goal (e.g., metrics that show whether students are returning to counseling at a comparable rate, satisfaction or awareness surveys), and groups that our data suggest we should focus on. See below:

By May 31, 2022, the Counseling & Testing Center (CTC), in collaboration with the Division of Diversity & Inclusion, will increase service provision to students from historically underrepresented racial groups, as

demonstrated by seeing an increased percentage of students identifying as students of color utilizing CTC services from 14.89% (2020-2021) to 17%.

Action Step	Key person(s)	Complete By
Resume meeting(s) with students in leadership positions (e.g., SEEDs, MSO officers) to determine how students are reaching our services, what types of services would be preferred, barriers to seeking services.	Teresa DePratt	January 21, 2022
Invite focus group of students to walk through newly renovated CTC office space to provide feedback on how inclusive and welcoming space currently is and solicit suggestions for improvement.	Sam Lee-Hodges Andrea Matson Crys Champion Criss Gilbert	January 21, 2022
Review and revise outreach materials regarding services that meet needs of underrepresented groups (continuation of previous goal.)	OPE committee D & I committee	May 31, 2022
Review and increase diversity of author identities represented in CTC lending library.	D & I committee Andrea Matson	May 31, 2022
Revisit SOC/USS group or intentional supportive collaborations with campus partners.	Groups committee	January 21, 2022
Continue trainings focused on multicultural competency skills: 1) continue the twice annual all-staff training and 2) utilize at least two training weeks per semester for clinicians focused on working with underrepresented students in a clinical capacity.	Training committee D & I committee	May 13, 2022
Create and offer a periodic, informal check-in space for staff doing their own personal development work around cultural identity.	Crys Champion D & I Committee	September 3, 2022
All CTC clinical staff will attend at least one on-campus DEI-related event, facilitated by signups on calendar of possible events created by D&I Liaison.	All staff Teresa DePratt	May 13, 2022
80% of CTC staff (clinicians and support staff when applicable) will participate in annual cultural competence training offered at UW system level.	All staff	May 31, 2022

Collaborate with Center for Transformative Justice to evaluate Campus Climate Survey data regarding mental health needs of students.	Gretchen Reinders Crys Champion Teresa DePratt CTJ staff	January 21, 2022
Evaluate academic year demographic data using Point and Click (PnC) data reporting and data from Client Information Form (CIF), including exploring whether specific identity groups opt out of sharing information for system-wide data project and what groups are statistically underrepresented (to inform future goals).	Crys Champion Gretchen Reinders	July 1, 2022

4. Resources and Data to Support Action Steps

Briefly describe the existing assets of the department and additional resources that will be needed to achieve the above goals.

Assets:

- Data from UWS survey on our client population.
- Support for Let’s Talk services.
- Campus partnerships with D & I offices.
- Strong staff group with high levels of expertise and dedication to ongoing personal and professional education.
- Staff who are invested in our Center’s vision, mission, values and goals, especially regarding inclusivity.
- Strong working relationship with Student Health Center.
- Current UWS Board of Regents support for system-wide evaluation of behavioral health current status and needs on our campuses.
- Newly expanded and updated physical offices, including accessible electric entry door, expanded group spaces, and more accessible waiting area layout/seating.
- Responsible and competent transition to telehealth services and online collaboration during pandemic.
- Continuous accreditation by IACS since 1979.

Additional resources needed:

- Autonomy and ability to advocate for needs as we, those with expertise in college mental health, see fit.
- Competitive salaries.
- Professional development funding not only for CTC staff but all faculty and staff.